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HOW TEACHERS ARE TRAINED IN THE PROVINCE OF ONTARIO, CANADA.

Before a candidate for a teacher's certificate can be admitted to a training school of any grade in the Province of Ontario, he must have passed what is called the non-professional or academical examination prescribed by the Education Department. This examination varies with the grade of certificate for which the candidate is an applicant. The papers on which the examination is based are prepared by a committee of experienced teachers who have no interest in the candidates. They are dispatched from the chief offices of the department under seal to the Public School Inspectors of the Province or others appointed by the Department to preside at the examination and submitted to the candidates under very stringent regulations as to copying, prompting, etc. The answers are returned under seal to the Department and then submitted to a committee of experienced teachers. This committee is appointed by the department from persons actually engaged in teaching, who hold either a degree from a provincial University or the highest class of certificate obtainable by a public school teacher. Although the examination is conducted by the Department of Education it is practically an examination of candidates for the teaching profession by members of the profession of the highest standing and the widest experience.

In order to guard against even a suspicion that a teacher, who may be an examiner of his own pupil, should abuse his trust, a number is assigned to each candidate at the time of his examination and this number, (not the candidate's name) appears on the examination papers. Any candidate who takes any means of making himself known to an examiner is disqualified, and the Department has the power of canceling the certificate of any examiner who has been known to dishonestly advance the interests of any candidate. In the same way the inspectors or other persons who preside at the examination and give out the papers are liable to lose their standing if convicted of improper practices. When the papers are read, the examiners report the results to the Minister of Education, and on their report non-professional certificates of three grades are issued, viz : primary, junior and senior, these

being the academical basis of third, second and first class certificates afterwards issued when the training school course is completed.

Training schools are of three grades corresponding to the three classes of academical certificates, viz : County Model Schools, Normal Schools and the Provincial School of Pedagogy.*

COUNTY MODEL SCHOOLS.

County Model Schools for the training of third-class teachers are established by the Education Department on the recommendation of a board of examiners in each inspectorial division. They now number sixty-one. The school usually selected for this purpose is the largest public school most conveniently situated in the district. In some counties there is one Model School, in the larger counties there may be two or even three. The plan assumes that there should be a County Model School in every district containing a hundred public schools. No Model School, however, can be recognized by the Education Department as suitable for the purpose of training third-class teachers unless :—

(1). The Principal holds a first-class provincial certificate and has had at least three years' experience as a public school teacher.

(2). Unless the school is provided with three assistants each holding at least a second-class provincial certificate.

(3). Unless the school is properly equipped with maps, globes, blackboards and other necessary equipments of a first-class school.

(4). Unless a room exclusively for the use of the teachers in training is provided in addition to the accommodation required for ordinary public school purposes.

(5). Unless the Principal of the school is relieved of all public school duties, except management, during the Model School term.

The number of teachers in training at each school rarely exceeds twenty-five ; the average last year was nearer twenty. A fee of five dollars is exacted of every candidate as an examination fee. The course begins on the 1st of September and closes at the Christmas vacation. No candidate is admitted who will not be eighteen years of age before the close of the Model School term.

* There is a training course for Kindergarten teachers, extending over two years, but an account of it is omitted for want of space.

During the term the Principal of the school delivers a course of lectures on school organization and management based on "Baldwin's Art of School Management," and also explains to the teachers in training the best methods of instruction to be adopted with respect to all subjects taught in the first four Forms of the public school. With the aid of his assistants he illustrates in the various class rooms of the school the best methods of teaching these subjects. When the teachers in training have been in attendance four or five weeks they are permitted to teach small classes in the presence of the Principal. These test lessons are made the basis of criticism and discussion by the Principal and the other members of the training class and thus, partly by lectures, partly by illustrative lessons and partly by practical teaching for a period of four months the young teacher is initiated into the mysteries of the profession which he proposes to enter.

Although it is assumed that the teachers in training have completed their academical course before entering the County Model School, the Principal is not debarred from submitting such tests of scholarship in the various subjects of the school programme as he may consider necessary for training purposes. Without adequate knowledge of the subject in hand, there could be no efficient teaching. The Model School course is, therefore, to a certain extent, a review of the academical course for the purpose of presenting the knowledge which that course supplied logically to an ordinary class of pupils.

Besides the course of instruction above referred to, teachers in training receive lectures on hygiene with special relation to temperance and the sanitation of school-rooms. Their attention is also called to the school law and regulations, so far as they relate to teachers and pupils. Special instruction is given in Music, Drill and Calisthenics.

At the close of the term an examination is held by a board of examiners composed of the inspectors for the county and two other teachers holding first-class certificates of qualification. This examination is conducted on papers prepared under the authority of the Education Department. In estimating the standing of candidates at the final examination, the examiners are governed by three considerations :

(1) The report of the Principal of the County Model School on the work of each candidate during the term.

(2) The attainments of each candidate with respect to his knowledge of school organization and methods of instruction based upon the written examination on papers above referred to.

(3) His ability to teach by a practical test with a class of pupils in the presence of the examiners.

The candidates who pass the examination are reported to the Education Department, and are then awarded third class certificates. These certificates authorize them to teach in any part of the province for a period of three years.

Each County Model School receives a grant from the Education Department of \$150.00 a year, and an equal sum from the treasurer of the county in which it is situated.

It may be said that the course of training for such a brief period as four months is of comparatively little value. Experience has shown, however, that this is not the case. Those who attend the training course at the County Model School are face to face with the fact that they are just entering upon a professional career. They are brought in contact with a Principal and a staff of well accredited attainments. They are under the eye of the inspector and other school authorities, and being relieved from the drudgery of academical work, their minds are free to receive a new form of instruction which they now feel to be indispensable to their future professional success. The frivolity of the student is exchanged for the calmness and dignity of the teacher. They feel they are no longer boys and girls, but men and women, about to assume all the responsibilities of active life, and although it is not assumed that the County Model School does all in the way of training that could be desired, an experience of seventeen years in Ontario has shown that as a means of rejecting persons at the very threshold of a profession who are evidently not adapted to be teachers, and as a means of directing the attention of the young teacher to the elements of didactics and giving him a professional inspiration at the beginning of his career, no better system has yet been found. Until boards of trustees are prepared to pay larger salaries than they now pay there must be some relation between the demands made upon the teacher on entering the profession and the remuneration which he afterwards receives. At all events it is the settled educational opinion of the Province of Ontario that the teacher trained in the County Model School is far in advance of his predecessor who entered upon his duties fresh from the school room without such preliminary training.

NORMAL SCHOOLS.

The Normal Schools of Ontario are two in number, and were originally established with a view to give academical as well as professional training. They are now confined exclusively to the training of teachers who are candidates for second-class certificates. They are under the control of the Education Department, and are manned with a competent staff of teachers holding first-class certificates of qualification. Each has a practice school, or model school, with from three to four hundred pupils.

The Normal School term for the training of pupils consists of about five months. Candidates are admitted only upon evidence that they have taught successfully at least one year and that they are the holders of the necessary academical certificate of qualification. Before being enrolled they are, however, required to pass a preliminary examination upon the first seven lectures of "Hopkin's Outline Study of Man," the first sixteen chapters of "Quick's Educational Reformers," and the first five lectures of "Fitch on Teaching." The object of this preliminary examination is to induce habits of thoughtful reading on the part of those who aspire to the rank of second-class teachers. Should it appear that they have not read this course they are refused admission.

The course of professional training is of a higher grade although on the same lines as the course in the County Model School, with the addition of lectures in psychology and the study of the most modern authorities in methods of instruction and professional literature generally. They are subjected to similar tests on the theory of education and in practical teaching, and their final examination is conducted by the Education Department through examiners appointed by the Minister of Education, these examiners being usually public school inspectors. Their standing depends upon the report of the principal and his staff, their knowledge of the theory and history of education and a practical test of actual teaching in the presence of the examiners in the practice school. In the case of those who pass this examination satisfactorily a second class certificate is awarded. This certificate is valid during good behavior and the only fee chargeable is an examination fee of \$5.

The provincial normal schools of Ontario are in no sense differ-

ent from the ordinary normal school of the United States, except that in Ontario the whole course is purely professional. A longer course would no doubt be better. It is felt on all hands that the time is too short for the proper assimilation of the many lectures which the principal and his staff are required to give, and particularly for giving that careful consideration to the development of lessons in the practice school so necessary to success. At an early day it is hoped that the normal school course may be extended to one year and be still maintained as at present on purely professional lines.

THE ONTARIO SCHOOL OF PEDAGOGY.

When the academic work of the normal schools was abolished the education department had to look to the high schools of the province for the education of the teachers of the public schools, now numbering over 8,000. In order that this work might be well done, and that the future teachers of the public schools might form correct habits of study, it was necessary to provide for the training of their teachers. Provision had already been made for the training of second and third class teachers, but as yet no provision had been made for the adequate training of first class teachers or for the training of the teaching staff of the high schools. To meet this want the Ontario School of Pedagogy was established.

The qualifications for admission to this school are, (1), either a degree from a university in Canada or some other part of the British possessions, or (2), the standing of an undergraduate in Arts of the 3rd year in the Provincial University or its equivalent in any other university, or (3), the non-professional standing required of the first class public school teachers. In addition to this, candidates must have completed their 21st year before or during the term. In the case of candidates who pass successfully the required examination at the close of the term, an interim certificate is awarded qualifying them to teach as an assistant in a high school for six months. If on examination at the end of that time it is found they have taught to the satisfaction of the Education Department, they are then allowed a permanent certificate as an assistant high school teacher. Those holding a degree in Arts, after serving satisfactorily as an assistant for two years are allowed the standing of principal.

The School of Pedagogy is located in Toronto, the capital of the Province. Hitherto there have been two courses in the year ; it is now proposed to make the course a full year. The school is conducted under the regulation of the Education Department. Its principal, who is a lecturer in psychology, receives a salary of \$3,000. His staff consists of lecturers in school organization, the best methods of teaching the classical and modern languages, mathematics and science, English and physics. For those who desire to fit themselves specially for teaching commercial classes a course of instruction in penmanship and stenography is prescribed. Lectures are also given in physiology and sanitary science and practice in music, drill and calisthenics.

And here it might be observed, as in the case of the other schools, there is a gradation of the professional work from what was quite elementary in the model school to what is sufficiently advanced to be adapted to the attainments and capacities of University graduates of three years' standing in the School of Pedagogy.

At the close of the term an examination is conducted, as in the case of the other training schools, on papers prepared by experienced teachers under the authority of the Education Department, and on the result of this examination, together with the report of the principal and his staff, the certificate desired is given or refused. It has already happened on many occasions that a graduate of a University is found unable to attain to the professional standard required by the Education Department.

The certificate awarded is, like the certificate granted in similar cases in the German *Seminar*, merely an interim certificate. It is not until the holder of such certificate has taught six months to the satisfaction of the Department that he obtains a permanent license. The School of Pedagogy is sustained entirely out of provincial funds. Candidates, however, pay an examination fee of \$10.

The preceding sketch of the training schools of the Province of Ontario shows the effort that has been made to work out a comprehensive system of professional training in conjunction with the state aided system of education. By means of existing public schools, and with a grant in all of less than \$20,000 over 1,000 teachers of the lowest grade, unfortunately the majority both in Canada and the United States, receive a reasonably thorough drill in the elements of pedagogics.

The next grade having been educated academically in the high schools, and having passed through the county model school and having, moreover obtained a year's actual experience in teaching go to a normal school. These number annually, about 400. Then comes the class who have a university education ; many of these had been previously trained at a county model school and a normal school, but they have still to run the gauntlet of the School of Pedagogy. These number over 100 annually.

The professional imprimatur is essential for all irrespective of their literary attainments. It may, therefore, be safely assumed:—

(1) That the settled policy of the educational authorities is that every teacher engaged in any class of schools receiving public aid, must submit to professional training.

(2) That mere academic attainments are not considered sufficient qualifications for the teaching profession.

(3) That the true examiner of the teacher is the man who has had professional experience as a teacher himself.

(4) That to secure necessary uniformity in standards and an economic gradation of certificates and examinations a reasonable amount of centralization is necessary.

(5) That the separation of the academical and professional training of teachers is possible, without injury to either course of study.

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